**COACHES DEVELOPMENT WORKBOOK & ACTIVITY GUIDE**



Name:

**CONTENTS**

**1. HEALTH AND SAFETY**

**2. THE RDA COACH**

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**5. TEACHING THEORY**

**6. MEDICAL KNOWLEDGE**

**7. RDA KNOWLEDGE**

**8. CASE STUDIES**

**6. Medical Knowledge**

You will be looking at:

1. Roles & responsibilities of the physiotherapist.

2. Working alongside a physiotherapist.

3. Enrolment forms.

4. Assessing riders.

5. Understanding balance.

6. Contraindications and precautions to therapeutic riding.

7. Physical disabilities.

8. Learning disabilities.

9. Epilepsy.

10. Reasons for discontinuing riding.

11. Therapeutic value of horse riding

12. Mounting & dismounting.

13. Special equipment.

**Aims**

Your aim is to understand the therapeutic value of riding

**Objectives**

By completing this section you will be able to:

 state the roles & responsibilities of a physiotherapist.

 be able to work effectively with an RDA physiotherapist.

 assess new riders and know which ones must be seen by a physiotherapist before commencing riding

 understand rider application forms.

 know when riding should stop.

 recognise various disabilities - physical & learning.

 understand the therapeutic value of riding.

 use and know the reason for using special equipment.

 mount and dismount with due care and attention for the rider and health & safety.

This section involves active work alongside a RDA Physiotherapist.

**PHYSIOTHERAPY KNOWLEDGE**

**Exercises** (Read the therapy section on the RDA web site http://www.rda.org.uk/runningyourgroup/therapy/)

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| **RDA Physiotherapist** |
| 1. State the role and responsibility of (using a separate sheet if necessary): |
| a) a Group Physiotherapist. |
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| b) a County Physiotherapist. |
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| c) a Regional Physiotherapist. |
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| d) a Qualified Hippotherapist. |
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| 2. State what the benefits are of working with an RDA physiotherapist. |
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| **Assessment** |
| Look at and discuss a completed rider application form with a RDA physiotherapist.    1. What information will you find on an application form? |
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| 2. Who should sign the application form? |
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| 3. What should you look for when assessing a new rider? |
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| 4. List the key points you need to know about a rider’s disability. |
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| 5. Working with a RDA physiotherapist, complete a rider profile form (*found at the back of this section*). |

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| **Balance** |
| 1. When we talk about achieving a *Balanced seat* in riding, what do we mean? |
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| 2. How would you work to achieve balance? |
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| 3. What external influences may affect balance while on the horse? |
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| 4. What exercises may improve general balance? |
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| **Riding** | |
| 1. List contraindications for riding and say why. | |
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| 2. State three reasons for discontinuing riding other than the above. | |
| a) |  |
| b) |  |
| c) |  |
| 3. In discussion with your physiotherapist, decide how you will approach the parents or carers of a rider you wish to discontinue riding. Discuss any other options then write a short report on the outcome. (*Use a separate sheet*). | |

**Types of disabilities**

*(In the following pages you will be referring tot the medical conditions found on the purple pages of your RDA Logbook or can be found at http://www.rda.org.uk/assets/Notes-on-Medical-Conditions-and-Disabilities-09131.pdf )*

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| **Cerebral palsy** |
| 1. What is cerebral palsy? |
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| 2. What are the possible causes of cerebral palsy? |
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| 3. List three different types of cerebral palsy. |
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| 4. What do you understand by the expression *muscle tone*? |
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| 5. What effect does increased muscle tone have on a rider? |
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| 6. What effect does decreased tone have on a rider? |
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| 7. What effect does fluctuating tone have on a rider? |
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| 8. What possible improvements may you see in a rider with cerebral palsy and why dose this occur? |
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| **Muscular dystrophy** |
| 1. Name the most common type of muscular dystrophy. |
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| 2. What is the main symptom? |
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| 3. How may riding benefit a rider with this condition? |
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| 4. What sort of condition is this? |
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| **Amputees** |
| 1. What are the likely problems of an above the knee amputation with a stump length of 6’’ or less? |
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| 2. What type of artificial limbs can be worn when riding? |
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| 3. What overall problems may an amputee rider have while riding? |
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| 4. What adaptions can be made to the reins for upper limb  amputees? |
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| **Head injuries** |
| 1. State four problems that may arise from a head injury. |
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| 2. How may riding benefit each of these problems? |
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| 3. How may riding benefit this type of rider in general? |
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| **Multiple sclerosis** |
| 1. What is multiple sclerosis (MS)? |
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| 2. What should you avoid when teaching a rider with MS? |
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| **Epilepsy** |
| 1. What is epilepsy? |
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| 2. Name four types of seizure. |
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| 3. When may riding be contraindicated? |
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| **Deafness** |  |  |
| 1. Deafness can occur in varying degrees. Most riders with a hearing impairment wear hearing aids. They may also lip-read. What other form of communication may they use? | | |
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| 2. Where hearing aids are worn, special care should be taken when | | |
| fitting the |  | ? |
| **Blindness** |  |  |
| Blindness may have been present from birth or due to injury or disease. There may be varying degrees of visual impairment.    It may be restricted:  to a short distance.  by blurring.  in one eye only.  by loss of peripheral vision (tunnel vision).    You should take care to:  describe your surroundings.  speak when you are moving about so they know where you are. | | |
| 1. Before mounting the horse what can you do to help your rider develop an awareness of his or her surroundings? | | |
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| 2. What aids are available for blind riders to ride independently? | | |
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| **Learning difficulties** |
| 1.Using *Notes on Medical Conditions*, read through and |
| a) list three points under ‘*expression*’. |
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| b) list all six points from ‘*comprehension*’. |
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| c) list all nine points from ‘*special problems of slow learners*’. |
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| **Downs syndrome** |
| 1. What is Downs syndrome? |
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| 1. In what way could a rider with Downs benefit from riding? |
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| 1. What may make riding difficult for people with Downs? |
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| **Autism** |
| 1. Describe autism and its characteristic. (*Use a separate sheet*). |
| 2. How may riding benefit people with autism? |
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| **Behavioural problems** |
| 1. What is meant by the term ‘*behavioural problems’*? |
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| 1. In what way could a rider with behavioural problems benefit from riding? |
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| **Attention Deficit Disorder** |
| 1. How might a person with ADD behave? |
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| 1. How may riding benefit people with ADD? |
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**THERAPEUTIC VALUE OF RIDING**

The horse imitates our natural walking pattern. This is a three

dimensional movement and is of great therapeutic benefit.

Riding promotes & improves

communication,

balance,

co-ordination,

motor skills,

social skills,

skilled movements and

independence.

Riding also

teaches new skills,

requires active involvement,

is a dynamic motor & sensory experience,

develops self discipline,

improves self-image,

is a recognised competition sport,

improves general fitness and

is enjoyed.

**HORSE**

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| 1. What will you take into account when matching horse to rider? |
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| 1. How may the horse’s conformation affect the rider? |
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| 1. How will the horse’s way of going affect the rider? |
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| 1. What effect may the rider have on the horse - particularly those with spasticity, ataxia, loss of balance and hemiplegia? Explain why. |
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| 1. How will the weight of the rider affect the horse? |
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| 1. What percentage do you need to add to the riders weight for someone who is ataxic or unbalanced? |
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**SPECIAL EQUIPMENT**

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| 1. List some types of special equipment. |
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**MOUNTING / DISMOUNTING**

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| **Government Regulations** |
| 1. What are the Government regulations regarding manual handling? |
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| **Facilities** |
| 1. What type of mounting facilities do you have on your yard? |
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| 2. What other types of mounting facilities are available? |
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| 3. What are the ideal specifications of a mounting ramp? |
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| **Methods of mounting** |
| Where possible to have a well trained mounting team. This saves time and reduces the risk of an accident. All riders who are able, should be taught to mount in the conventional way.     1. What information do you need to have about a rider who is in a wheelchair before you attempt to mount him or her? |
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| 2. Are there other ways of mounting a rider onto a horse? If so, what are they? |
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| **Methods of dismounting** |
| 1. What is the conventional method of dismounting? |
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| 1. What other ways are there of dismounting? |
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| When mounting a rider in the unconventional way, you should seek advice from your RDA physiotherapist. You will find recommended reading on mounting & dismounting (manual handling regulations) on the Health and Safety Section of the RDA website.  http://www.rda.org.uk/runningyourgroup/health-safety/ |

**MEDICAL KNOWLEDGE**

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| 1. | State the roles & responsibilities of an RDA physiotherapist. |  |
| 2. | What is a hippotherapist? |  |
| 3. | What information should be on a rider application form? |  |
| 4. | When should riding cease? |  |
| 5. | What is meant by a balanced seat? |  |
| 6. | What external factor may affect balance while on the horse? |  |
| 7. | What is high tone and how may it affect the rider? |  |
| 8. | What is low tone and how may it affect the rider? |  |
| 9. | With a rider who has loss of sensation, what should you be careful of? |  |
|  |  |
| 10. | What type of artificial limb can be worn when riding? |  |
| 11. | What problems may arise from a head injury? |  |
| 12. | Describe Downs syndrome. |  |
| 13. | Describe Autism. |  |
| 14. | When mounting or dismounting a physically disabled person in a unconventional way, who should you talk to first? |  |
|  |  |
| 15. | What type of mounting ramps are available? |  |
| 16. | When mounting a rider from a wheelchair for the first time, what should you consider? |  |
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| 17. | What types of special equipment are available and when would you use them? |  |
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